Making a Meaningful Impact Through Partnerships

Training Starter Template

Objectives: All participants in the training will be able:
- Identify appropriate community partners and clear roles for civic learning and engagement projects
- Gain strategies for making a difference in the community through successful project partnerships.

Total Amount of Time: _____

Number of Participants: _____

Preparation: _____
_____
_____
_____
_____

Materials: _____
_____
_____

✓ ***Chart Paper, Index Cards***
✓ ***Community Involvement Checklist***

Training Opening

- Engage Participants _____ minutes
(Ice breaker/warm up activity related to the topic)

_____
_____
_____

Introduce the Topic _____ minutes
(Motivate participants, show them why the topic is important, and share objectives and agenda)

_____
_____
_____

Training Middle _____ minutes

- There are many different kinds of partnerships that can be beneficial to students in out-of-school time programs. For example, inviting local artists to teach students about African folk art, or setting up a math and science tutoring program with a local technology company. You may wish to briefly discuss existing program partnerships as a group before moving on to the next part of the training.
- Here, we are focusing on partnerships for civic learning and engagement, which are of course beneficial to students but must also fulfill an additional requirement. Since these partnerships are focused on improving the community, addressing an important issue, and making a meaningful impact, they may be different than some of your existing partnerships. An example of this kind of partnership is working with the police department and local artists to address the issue of graffiti on public property, and setting up an ongoing mural painting program to cover the graffiti. In some cases, your existing partners for other initiatives may be interested in extending their involvement to work together on civic learning and engagement projects.

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- Explain that there are many options for involving community partners, such as working with a partner to provide a service, conducting interviews or research, or collaborating on project activities.
- In small groups, give participants time to review the **Community Involvement Checklist** to identify potential partners for civic learning and engagement projects, and various ways they might get involved.
- Using the checklist as a guide, ask participants to provide specific examples of partnerships from their community (i.e., the fire department, the library, a local service group, a local business, the neighborhood civic association). Each small group should draw up a list on chart paper.
- On index cards, have participants brainstorm needs or issues in the community that could be addressed through civic learning and engagement projects (one idea per card). Participants then match the needs to community entities listed on the chart paper that could be useful partners for each project. They can record the relevant community partners on the back of each project's index card.
- For any partner, it is important to explore the interests, expertise, and time that the partner can offer and to match these with the project goals. Revisiting the goals with the partner throughout the project is important to a successful civic learning and engagement experience.
- Ask each group of participants to choose one favorite project from the index cards they created earlier. For each partnership listed on the back of that card, the group creates two goals that the partner could support for that project. Ask several groups to share examples of goals and the ways in which the partners could support those goals.
- Explain that building partnerships is a two-way street that is based on communication and trust. Sharing clear expectations and planning together from the start could determine the success of the partnership. Some factors to consider when establishing a partnership include:
  - The length of the partner's commitment (Is this a one-time role or an ongoing commitment?)
  - The type of contribution (What kinds of tasks is the partner responsible for?)
  - The project's desired outcomes (What impact do you expect the partner's contribution to have?)
  - The structure of the partnership (Who in your organization is your partner's point of contact? How much will the partner be working directly with youth versus on their own?)
  - The level of exposure the partner will have (Will the partner's name appear on any materials or be mentioned in the press? What type of acknowledgement will the partner receive for their role in the project?)

Training Wrap Up and Closing

- Summarize, consolidate   _____ minutes
(Connect back to the objectives, check for understanding, and discuss questions)

_____

_____

_____

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- **Plan Next Steps**   _____ minutes
  (Be specific about application to immediate practice.)

  _____

  _____

  _____

- **Closing Comments**   _____ minutes
  (Acknowledge, motivate and inspire)

  _____

  _____

  _____

Post-training assessment and revision
- Formal or informal assessment of effectiveness of training
- Note changes to make
- Note areas for additional training

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